**Superintendent’s Cabinet**

**September 19, 2013 (*cell phones silent)***

“The process of creating a professional learning community is inherently dynamic and inefficient, and those who think they can reduce it to a recipe for success are bound to be frustrated.” DuFour & Eaker

**Guiding Question:** How do we become a *Professional Learning Community (PLC)* as we meet the five District goals and implement the 21st Century Model of Education?

**Long-term targets:**

* Bea professional learning community (PLC) by consistently and fully implementing PLC procedures and structures throughout the district
* Meet the five district goals
* Implement the 21st Century Model of Education
* Integrate the Montana Common Core State Standards in English language arts and mathematics throughout the district
* Collaborate with UM and other community stakeholders to implement goals of SHAPE P-20 grant

**Short-term targets for September 19 meeting:**

* I can develop collective commitments to guide the work of the Cabinet team
* I can share ways my “unit” contributes to student learning
* I can describe the 5 year trajectory for dual language immersion, International Baccalaureat, K-12 STEM, career academies, robotics/electronics, i3, Graduation Matters Missoula, Communication Plan, Facilities Strategic Plan, Technology Plan, Safety and Security Plans--Public Safety and Facilities Security Task Force and Mental Wellness Safety and Security Task Force
* I can contribute to revision of the strategic plan

**Resources Needed:**

* Agenda
* Reading: *The Role of Support Staff in a Professional Learning Community*
* Video: [The Power of Team: Inspired by the Blue Angels](http://www.youtube.com/watch?v=U-iyBsaehn8)
* Looooong roles of chart paper, BiiiiiiiiiG Markers
* Strategic Plan Document

**Roles for September 19 meeting:**

* Alex: The Superintendent ‘s Message/Welcome
* Mark: Time keeper/Norms-Collective Commitments
* Heather: Beginnings Matter/The Power of Team: Blue Angels/Note Taker/Plus Delta/Exit Ticket
* Karen: Agenda Setter/Reading/Which Visual best shows our organization?/
* Hatton: Facilitator (*of all things great and small*!)

**AGENDA**

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| **TIME** | **ACTIVITY Facilitator** |
| **10:00-10:10** | Beginnings Matter Heather    *Intro: All members stand. Go around the room with each person introducing himself/herself by name, school, role, and where they went to elementary school (name of school and town).*    Protocol: *Whip* |
| **10:10-10:20** | Superintendent’s Message Alex | Karen    “The challenge facing leaders who seek to reculture their districts into high performing professional learning communities is not convincing faculty and staff that ensuring high levels of learning is an admirable and worthwhile mission. The idea that a district should seek to ensure high levels of learning for all students is hardly controversial, and it is highly unlikely that a group of faculty or staff will start a petition in opposition to learning! |
| **10:20-10:30** | Review Agenda—Review the Tasks for the day Karen    Reading: “*The Role of Support Staff in a Professional Learning Community*  **What Does it Mean?**  In the White River School District, what is meant by the statement, “The support staff is a critical component of a school or school district that is seeking to function as a professional learning community”?  Each of the words—***professional****,* ***learning, community***—is important for a school or school district that is seeking to function as a professional learning community. And each is very important when thinking of the role of the support staff. Obviously the support staff desires to work as professionals, in a professional atmosphere. Just like other professionals, the support staff should be seeking out and embedding best practices into their daily work.  Also, the support staff has a role to play in helping fulfill the fundamental mission of the White River School District: ensuring high levels of learning for all students. In this regard, we are all support staff. We just have differing role to play.  But, most important, the support staff is an integral part of our community. The very term *community* denotes inclusiveness, not exclusiveness. Members of the support staff are valued members of our educational community. In many ways, schools are analogous to families, where each member is valued for his or her individuality and unique contributions, but at the same time shares a commonality. In other words, if we want to be successful, we must realize that the White River School District is more than a collection of “I’s.” We are a family of “we’s.”  **Why is This Important?**  While a feeling of being valued and included is essential, that is not the only reason the support staff are viewed as significant members of a professional learning community. In the White River School District, we are committed to the professional learning community concepts regardless of the position we hold—concepts such as collaboration, seeking out best practice, experimentation and continuous improvement, collaborative analysis of the impact of our efforts, and a collective responsibility for results. These principles apply to all of us in each and every aspect of our work.  Within the White River School District, we have made a conscious effort to include support staff in our professional learning community work, both at the individual school level and at the district level.  **Summary**  For the first time in the history of American public education, we are being called on to educate at high levels all of the students who attend our schools. This is no small challenge. Perhaps there was a time when society and schools were less complex, and the individual teacher with a group of his or her students could be successful. Our challenges today are so complex that success requires the collaborative efforts of *all* of us within the White River School District. We want *everyone* to be valued contributing members of our community, with each of us focused on our fundamental mission of ensuring high levels of learning for all students. At the very heart of the issue is the fact that within our school district we want to make sure all students learn, rather than merely attend. And to accomplish this goal, we need the collective efforts of each member of our family.”  Janel Keating, Superintendent, White Rive School District in *Every School, Every Team, Every Classroom*, Eaker & Keating, p. 167-8  Thoughts? Ah, ha’s? |
| **10:30-11:00** | Developing Leadership Team Norms/Collective Commitments Mark  *In PLCs norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals. When all is said and done, the norms of a group help determine whether it functions as a high-performing team or simply as a loose collection of people. Positive norms will stick only if the group puts them into practice over and over. Being explicit about norms raises the level of effectiveness, maximizes emotional intelligence, produces a positive experience for members, and helps to socialize new members quickly.*   * What IS; DOES; SAYs; IS NOT-- A Great Team Member? (Think, Pair, Share) * What behaviors make for negative group/team experiences? What collective commitments make for positive and productive group/team experiences? (Table talk ) * Why should we create norms/collective commitments? (Protocol: Pick one to share. Whip) * What are two types of norms/collective commitments? (Procedural/interpersonal) * What makes a good norm/collective commitment? (Stated in the positive; action) * Review norms/collective commitments for leadership team * Examples of norms and collective commitments…   Each person writes three commitments they are willing to adhere to. (write each on 3x5 card)  Share one each; collect; create master list. Finalize in next Tuesday. |
| **11:00-11:30** | Which visual best describes us? The triangle? Or the Circle Karen  How does your “unit” contribute to MCPS?  Whichever format we choose will become our organizing visual for the 5 Year Strategic Plan. |
| **11:30-12:00** | Set the stage for the afternoon work. Discuss each of the major initiatives. Be sure Karen  each of us has (at least the start of) a clear *elevator speech* about each initiative.  Protocol: *Quick Write*, Share |
| **12:00-12:45** | WORKING LUNCH All  Video: [The Power of Team: Inspired by the Blue Angels](http://www.youtube.com/watch?v=U-iyBsaehn8) Heather  Take aways?  Protocol: Hat full of Thoughts   * Give everyone a few minutes to or * Each person reviews their thoughts on the Blue Angels and writes a sentence on a piece of paper. * Put slips of paper into a “hat”. * Each person pulls a slip of paper from the hat. Take a few minutes for participants to organize their thoughts. * Each person reads the sentence on their slip of paper and comments on it. (2-3 minutes) * Then others respond and expand on the ideas presented (2-3 minutes)   **How might the** protocol contribute to reflection and communication among your “unit” (team) members. |
| **12:45-1:00** | Bathroom/Communication Break |
| **1:00-2:30** | All  What is the 5+ year trajectory of each of our major initiatives? Facilitated by Hatton   * Dual Language Immersion * International Baccalaureate * Career Academies * K-12 STEM Education * i 3 Missoula * Professional Learning Communities * Robotics and Electronics * Graduation Matters Missoula * Communication Plan * Facilities Strategic Plan * Technology Plan * Safety and Security Plans * Public Safety and Facilities Security Task Force * Mental Wellness Safety and Security Task Force * Other?   Using looooong sheets of paper, draw out the trajectory for each initiative:  2012/13 2013/14 2014/15 2015/16 2016/17 2017/18 2018/19    Begin talking about things that come to mind as we lay out our 5 year strategic plan:   * The initiatives in the 5 year strategic plan represent what we will be doing, what can we stop doing? * What questions do the initiatives in the 5 year plan cause us to ask about our budgeting process? * Other thoughts? |
| **2:30-2:45** | ***short*** Break |
| **2:45-3:45** | Questions about the Strategic Plan: For each section: Hatton and Karen   * Read * Ready? Not Ready? * What change(s) is/are indicated? (write suggestions on your copy) * Whatever Hatton and Karen think?  1. Letter to the Community 2. Becoming a Professional Learning Community 3. Theory of Practice? Triangle? Circle? 4. The Hedgehog Concept? 5. 21st Century Model of Change 6. Beliefs 7. Mission 8. Vision 9. Commitments  * Cabinet * Certified * Classified   10) District Goals  #1—benchmarks  #2—benchmarks  #3—benchmarks  #4—benchmarks  #5--benchmarks |
|  | ***Hold hands and sing KUMBAYA!*** |
| **3:45-3:58** | Conclude and reflect: Heather  Plus/Delta  + What went well?  ^ What might we do differently    Exit Ticket—Yellow 3x5 card:  What burning question are you walking away with? |  |